



Fraser Crescent School

Charter 2012

Connecting today's children with tomorrow's learning.

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Introduction

Fraser Crescent School's overarching aim is to create a learning community where all students are actively engaged in their learning and achieving educational success with pride in their unique identity. Students will be supported in their learning so that they can fully participate and contribute to the school and the community and make progress in relation to the New Zealand Curriculum.

Whanau are encouraged to support their children's learning and help build strong connections with the community to create a culture of shared learning within a supportive learning environment.

Description of Fraser Crescent School

Fraser Crescent School is centrally located in Redwood Street Upper Hutt, neighbouring Maidstone Intermediate. The school has both junior and senior playground areas and a large playing field which backs on to Clyma Reserve. The children at our school come from many areas within Upper Hutt, however the school has a community feel, helped by its smaller size. There are plenty of opportunities for parents, caregivers and families to get involved in the life of the school through the various groups which operate within the school. These include the Home and School Association which raises tens of thousands of dollars each year through fundraising and applications to charitable trusts, and the Whanau Group "Roopu Awhina" which supports the school in the achievement of Maori students with an understanding that 'what works for Maori, works for all'.

The school is well resourced and has its own swimming pool, ICT suite and school-wide computer network, large hall and an extensive library. It also has a dental clinic and an offsite after school care run by Kool Kids. The school is enormously proud of its sporting achievements, participating in a large number of local sporting fixtures, as well as providing a before school fitness clubs for the children. We also ensure that we have regular excursions into the wider community, utilising many local recreational facilities, this also includes an annual 2 day Y4/5 school camp and a week-long Year 6 school camp.

Fraser Crescent School ensures that its community is well informed of news and events occurring within the school. We have a fortnightly newsletter that goes home, as well as being emailed and published on the school website – www.frasercrest.school.nz. The school also provides substantial information to parents and caregivers about the achievement of their children. This includes a detailed report each term with work samples which shows the learning that has occurred. Furthermore there are two child/parent/teacher interview sessions per year to discuss students learning, identify what they 'can do', what their 'next learning steps' are and to set goals for future learning.

Mission Statement

Connecting today's children with tomorrow's learning.

Our Vision and Values at Fraser Crescent School

*Fraser Crescent School is a **Learning Community** where we are:*

*Future Focussed,
Respectful,
Active Adventurers, who are...
Striving for Success,
Enthusiastic and
Resourceful.*

Cultural Diversity and Maori Dimension

How will our school reflect New Zealand's Cultural Diversity

The children at Fraser Crescent School represent many different nationalities. More than half of the school are non-New Zealand European, with 26% Maori students, 6% Pasifika students, 3% European students, 5% Indian students, 7% Asian [4% Filipino] and 53% New Zealand European students. Through our inquiry learning topics and our delivery of the Social Studies strands relating to Identity, Culture and Organisation, students will have the opportunity to learn about themselves and their culture and heritage and the culture and heritage of other students.

These programmes will recognise the multicultural society in which we now live, as well as increasing awareness and respect for cultures and beliefs that differ from our own.

How will our school reflect the unique position of Maori?

There are a significant number of Maori children at Fraser Crescent School and it is essential that this is reflected in the life of the school. The school participates in regular visits to Orongomai Marae which has strong links with many of our Maori Whanau at school. Fraser Crescent School has established a Whanau Group 'The Roopu Awhina', which will help support the school in many areas with an understanding that 'what works for our Maori students, works for all our students'.

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) and Te Reo (Maori Language) into the school curriculum?

Tikanga Maori is incorporated into the school's Marae study, Whakatauki, waiata and Kapa Haka programmes. Further assistance is being sort through the Whanau Group to increase teachers' awareness customs and protocols. As this relationship between the Whanau Group and the school develops, it is anticipated that further assistance will be provided to enhance the quality of tikanga Maori programmes running within the school. Te reo Maori and tikanga Maori will be integrated into curriculum areas in an appropriate manner. The Maori language, te reo Maori, will be part of the school's curriculum.

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents request it?

If a parent were to make such a request, the matter would be referred to the Board of Trustees for consideration. Presently there are teaching staff within the school who could run an immersion programme, however all our classrooms are currently mainstream, so significant restructuring within the school would need to occur to meet such a request, including personnel, budgets and resources. If required, assistance may be provided to find another school appropriately equipped to provide such a programme, whilst Fraser Crescent School is not in a position to adequately establish an immersion programme.

What will the school do to discover the views and concerns of the school's Maori communities?

One of the priorities of the Whanau Group is that the school is made fully aware of the views and concerns of the Maori community. We find that with almost all consultation, a personal approach is much more effective. We also aim to ensure that responses to any consultation is reflective of our school cultural demographic. We also encourage parents and caregivers to bring along children to meetings and consult with the community regarding the most convenient meeting times and locations. As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on Maori achievement where appropriate.

Board of Trustees

The Fraser Crescent School Board of Trustees recognises the importance of training for members of the School Board. In an effort to improve the performance of the Board, both professional development and external support will be utilised when appropriate. As part of the Board meetings, members of the Board will be asked regularly to reflect on their conduct as a Board member, as well as the way in which Board meetings are held. The performance of the Board will also be monitored through the use of the Self Review Tools for Boards. The Board of Trustees performance is also linked to the school's annual student achievement targets. The Board has created an environment where members constantly consider how they can impact on the achievement of the students. This may be in terms of providing resources, asking the right questions and ensuring that school targets Strive for Success.

Equal Opportunities Employer

Fraser Crescent School is an equal opportunities employer. Our Equal Opportunities policy details how we go about this. This is available on the school website.

Fraser Crescent School Curriculum

Our FRASER Curriculum underpins everything that we do at our school. It ensures that our students receive an education that is challenging, exciting and meaningful for today, whilst preparing our students for the future.

Fraser Crescent School promotes a learning lifestyle amongst our students and staff. We believe that learning occurs not just at school, but in all environments, including the home and the community. We strive to provide a programme that allows our students to maximise learning in all aspects of their lives, anywhere and anytime. For our students this may mean participating in an organised school activity before the start of the school day, getting involved in the many lunchtime programmes on offer, or participating in some of the activities which we offer students after school. Furthermore, our students can continue their learning journey at home by getting involved in our FRASER Quest challenge, or enhancing their learning through their own e-learning portfolio accessed via the internet.

Fraser Crescent School Learning For Life – Vision Implementation

Through in-depth consultation with the staff, students and the school community we were able to create our Learning for Life vision implementation document. This document was designed to describe what a Fraser Teacher, Fraser Student and Fraser Family/Community would look like and how we would live our vision and demonstrate our values in our everyday lives.

The process involved identifying what were the underlying principles, competencies and values of our community. It outlined the key curriculum expectations and the learning experiences, which we and our community wanted to offer our students during their 6 years at Fraser Crescent School. Through consultation with our school community we were able to identify what were the 'must have' and the 'nice to have' educational opportunities and the type of students we wanted to foster.

Learning For Life – Vision Implementation

Principles	Learning to learn, Future Focus, Treaty of Waitangi, Cultural Diversity, Community Engagement, High Expectations, Inclusion, Coherence					
Key Competencies	Thinking, Relating to Others, Using Language, Symbols and Texts, Managing Self, Participating and Contributing					
Values	Innovation, Rerekētanga, Inquiry and Curiosity, Pakirehau & Whakamatemate, Diversity - Rerengaketanga, Equity – Tika, Excellence – Hiranga, Community and Participation – Iwi whanui & Whai wahitanga, Ecological Sustainability - Kaitiakitanga					
Teachers	Our teachers will provide a forward thinking, stimulating learning environment which will address the needs of our students now and in preparation for their future.					
FRASER	F = Future Focused	R = Respect	A = Active Adventurer	S = Striving for Success	E = Enthusiastic	R = Resourceful
[Get involved in the fun of learning]	<i>Taking action today for a better tomorrow</i>	<i>Being respectful to other people, places and beliefs</i>	<i>Get involved, give it a go and wonder!</i>	<i>Not the best, but your best</i>	<i>Be involved and make learning fun</i>	<i>Knowing about and using resources in our learning</i>
Our Curriculum Big Concepts and Ideas Literacies ▪ Oral ▪ Reading ▪ Writing Numeracy PE/Health Topic ▪ Social Science ▪ Science ▪ Technology ▪ The Arts	FRASER ▪ Goal setting ▪ Knowing more about myself as a person and a learner Purposeful and connected ICT Knowledge and Understanding ▪ Integrated throughout all Literacy, Numeracy and Units	FRASER ▪ Self-esteem, self – respect and respect for others ▪ Furthering yourself and guiding and supporting others Environmental Studies ▪ Global warming ▪ Recycling ▪ Exploring local environments	Social Science – Cultural Diversity Science – Science Fair Technology ▪ To develop discovery, exploration and curiosity ▪ Looking beyond self to local, national and international issues EOTC Health Units ▪ Fitness, health and recreation The Arts ▪ Art/Production ▪ Getting involved Enterprise/Careers ▪ PREP ▪ Fundraising	Topic Studies – Rich Inquiry Tasks [Integrated and on-going] ▪ High standards – knowing when and why FRASER ▪ Know when you need to do your best ▪ Goal setting ▪ Academic perseverance ▪ Decision making	Topic Studies – Rich Inquiry Tasks [Integrated and on-going] ▪ Enjoyment ▪ Engagement ▪ Motivation ▪ Participation	Environmental Sustainability ▪ Using resources wisely ▪ Being resourceful, accessing the tools Enterprise/Careers ▪ Enterprising ▪ Thinking outside the square

Students	Our students will be active participants in their learning sharing the leadership and direction of their learning and being actively engaged through the following learning experiences					
FRASER	F = Future Focused	R = Respect	A = Active Adventurer	S = Striving for Success	E = Enthusiastic	R = Resourceful
[Get involved in the fun of learning]	<i>Taking action today for a better tomorrow</i>	<i>Being respectful to other people, places and beliefs</i>	<i>Get involved, give it a go and wonder!</i>	<i>Not the best, but your best</i>	<i>Be involved and make learning fun</i>	<i>Knowing about and using resources in our learning</i>
Expected Must Have	<ul style="list-style-type: none"> ▪ Learning journals and reports ▪ Children having input into their own reports ▪ High quality ICT programmes ▪ Integration of ICT in all learning areas ▪ Commitment to ICT resources – wiki/blog ▪ School Web Site to support learning portal, ▪ Exposure to various teaching and learning styles ▪ Careers and enterprise programmes ▪ Exposure to a wide range of learning experiences, many of which the students have input into 	<ul style="list-style-type: none"> ▪ Teachers as role models ▪ Safe and secure environment ▪ Leadership opportunities, student council and house captain 	<ul style="list-style-type: none"> ▪ Junior Discovery Programme ▪ ICT to support www learning, What ever, when ever, where ever ▪ Health Units ▪ PE Programmes ▪ School sports programmes ▪ EOTC – Cannon Point walk ▪ Risk management ▪ Scaffolding new challenges ▪ Co-operative learning strategies ▪ Provide a wide range of activities where students can follow their own interests and passions 	<ul style="list-style-type: none"> ▪ Teachers striving for success ▪ Teachers have high expectations ▪ Teachers being explicit about the standards required ▪ High quality work samples ▪ Pathways model ▪ Clear WALTs, WINs and TIBs ▪ Children have an opportunity to practice and improve ▪ Celebrate success ▪ Role models ▪ Teaching a range of problem solving skills and thinking tools 	<ul style="list-style-type: none"> ▪ Wide range of fun lunchtime and Fraser Time activities ▪ Learning is co-constructed with the students ▪ Enthusiastic teachers ▪ Lessons to have a fun factor in them 	<ul style="list-style-type: none"> ▪ Using journals, diaries, graphic organisers, mind maps, planning tools to support learning ▪ Thinking tools ▪ Reusing and recycling within the school
Opportunities Encouraged Nice to Have	<ul style="list-style-type: none"> ▪ Students being part of teacher planning days for upcoming units ▪ Digital portfolios 	<ul style="list-style-type: none"> ▪ Kia Kaha Programme 	<ul style="list-style-type: none"> ▪ Rich Inquiry units where students can follow areas of personal interest ▪ Supportive environment ▪ Curiosity table ▪ Fitness Club ▪ Breakfast Club 	<ul style="list-style-type: none"> ▪ Establish great work wall displays ▪ Motivational speakers 	<ul style="list-style-type: none"> ▪ Using resources which appeal to students ▪ Adding humour to lessons ▪ Reading Club ▪ Maths Club ▪ Home Work Club 	<ul style="list-style-type: none"> ▪ Using up to date resources ▪ School garden, worm farm, compost bins etc.
Thinking Tools	Years0 – 1 Six Thinking Hats and David Hyerle's Thinking Maps Years1 – 2 Six Thinking Hats, David Hyerle's Thinking Maps and Blooms Taxonomy Years3 – 4 Six Thinking Hats, David Hyerle's Thinking Maps and Blooms Taxonomy Years5 – 6 Six Thinking Hats, David Hyerle's Thinking Maps, Blooms Taxonomy, Multiple Intelligences, Ryans Thinking Keys,					

Families Community	Our families and community will contribute to their child's learning and growth through their active involvement, participation and promotion of these qualities both within and outside the school.					
FRASER	F = Future Focused	R = Respect	A = Active Adventurer	S = Striving for Success	E = Enthusiastic	R = Resourceful
[Get involved in the fun of learning]	<i>Taking action today for a better tomorrow</i>	<i>Being respectful to other people, places and beliefs</i>	<i>Get involved, give it a go and wonder!</i>	<i>Not the best, but your best</i>	<i>Be involved and make learning fun</i>	<i>Knowing about and using resources in our learning</i>
To develop children who	<ul style="list-style-type: none"> Can set and achieve goals and targets Prepared for the ever changing digital age Can go directly to the source of knowledge Able to relate well to others Have high levels of self-awareness, know what they like, don't like, are good at, work habits etc. 	<ul style="list-style-type: none"> Are confident, proud and emotionally resilient Are tall poppies Are able to support and lead others appropriately 	<ul style="list-style-type: none"> Have a thirst for new knowledge and learning Continue to question and ask "why?" Know appropriate ways to find, select and use information (put in stages of our inquiry model) Are physically resilient Have a healthy lifestyle Can make informed decisions about their own health and wellbeing Develop lifelong passion for sport and recreation Are able to persevere when the going gets tough Have a healthy sense of competition Develop team and school spirit Make a difference to others through their learning Work well as a member of a group Feel a sense of belonging 	<ul style="list-style-type: none"> Expect to succeed Are aware when they need to do their best Are aware of their next learning step Achieve above national expectations Are academically resilient think about their thinking – Metacognition Demonstrate perseverance Don't give up when it gets hard, but continue thinking of new solutions to achieve their goals 	<ul style="list-style-type: none"> Are happy and enjoy school and life Want to come to school Are passionate about learning Want to learn more and more Are self-motivated 	<ul style="list-style-type: none"> Understand that the world's resources are limited Are creative thinkers

Strategic Goals

1. Access to the NZ Curriculum for all, to raise student achievement for ALL students, especially in Literacy and Numeracy, through effective learning pedagogy and engagement.
2. Maori students engaged in their learning and achieving educational success as Maori with pride in their unique identity, language and culture. Whanau are supporting their children's learning.
3. Students with special learning needs are supported in their learning so that they can fully participate and contribute to the school and their community environment and make progress in relation to the New Zealand Curriculum.
4. Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.
5. Teachers are supported to improve pedagogy, teaching & learning and assessment practice which will lead to increased student progress and achievement.
6. To develop staff, students and parent/community use of ICT to support teaching and learning and communication between home and school.

Local Goals

1. All students are progressing towards meeting the National Standards in Reading, Writing and Mathematics.
2. All students are on the Pathway to demonstrating the skills, attitudes and attributes of FRASER.

Strategic Intentions

1. **Ensuring National Standards support for teaching and learning.**
 - All students will meet the National Standards in Reading, Writing and Mathematics.
 - Maori students will experience success as Maori, achieving results similar to all of our students.
 - Continually increasing the number of students performing above the National Standards.
2. **Critical Inquiry for improvement**
 - The school moves into a culture of inquiry
 - Informed review is part of normal practice and appropriate decisions are made to promote student achievement.
 - Student will use inquiry appropriately to positively enhance their learning outcomes.
3. **E-Learning**
 - Provide an infrastructure that enables students to use ICT authentically to enhance achievement in our integrated curriculum.
 - A school wide programme of IT learning for students is in place.
 - Teachers are competent and confident in the use of ICT, in order to support student needs.
 - Enhance partnerships with parents and the wider community*
4. **Partnerships for learning.**
 - Powerful partnerships for learning are established between students, parents and teachers.
 - An extensive range of resources are available to students and parents to improve support for learning both in and out of school
 - The Whanau group is self-managing and supporting Maori student achievement.
 - E-learning supports and promotes learning both in and out of the school *
 - The Clubs are run as a partnership between children, parents and teachers.

Strategic Outcomes

Goal 1: Access to the NZ Curriculum for all, to raise student achievement for ALL students, especially in Literacy and Numeracy, through effective learning pedagogy and engagement.

- Improved student achievement in reading, writing and mathematics.
- Shifts in teacher's assessment knowledge and practice.
- Improved teacher understanding of National Standards and OTJ's.

Goal 2: Maori students engaged in their learning and achieving educational success as Maori with pride in their unique identity, language and culture. Whanau are supporting their children's learning.

- Improved student achievement in reading, writing and mathematics for Maori students.
- Increased teacher knowledge and use of Tikanga me Te Reo Maori.
- Increased involvement of Whanau in the their children's learning and the school as a whole

Goal 3: Students with special learning needs are supported in their learning so that they can fully participate and contribute to the school and their community environment and make progress in relation to the New Zealand Curriculum.

- Students with special learning needs are able to participate fully in their learning with appropriate support.
- Students with special learning needs are able to make progress in relation to their learning.
- Students with special learning needs are able to actively contribute to the school and community.

Goal 4: Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.

- Improved student achievement in reading, writing and mathematics for students with special learning abilities.
- Students with special learning abilities are able to actively contribute to the learning community.

Goal 5: Teachers are supported to improve pedagogy, teaching & learning and assessment practice which will lead to increased student progress and achievement.

- Increased teacher involvement in continuous school improvement.
- Teachers are actively involved in a strong professional learning community within the school and the wider Upper Hutt community.
- Increased understanding of the relationship between effective teaching, learning and assessment practices.

Goal 6: To develop staff, students and parent/community use of ICT to support teaching and Learning and communication between home and school.

- A strong learning culture exists between the school and the wider community.
- Increased sense of partnership, parents/caregivers are actively involved in the life of the school.
- Improved communication between school and home.

Strategic Actions: 2012 – 2014

Reading, Writing and Mathematics (National Standards)

- School wide National Standard implementation. This includes increasing understanding, school and cluster wide moderation, OTJ's, identifying tools, reporting and assessment for learning.
- Achievement initiatives to accelerate learning in Reading, Writing and Mathematics.
- Focussed Strategies to lift 'at' students to 'above'.

2012	2013	2014
<p>All students will meet the National Standards in Reading, Writing and Mathematics.</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> - Writing professional development for teachers – complete the project. - Professional Development for teachers in relation to all of the National Standards <p><u>Maintain Learning</u></p> <ul style="list-style-type: none"> - Continue on with moderation project - Allowing time for practice analysis and puzzle of practice. - Continue to improve moderation in writing <p><u>New Learning</u></p> <ul style="list-style-type: none"> - Aligning of Board and Classroom targets - Improving the 'Dials' of visibility into achievement and progress. <p>Undertake Mathematics review to inform 2013 goals and actions.</p> <p>Maori students will experience success as Maori, achieving results similar to all of our students.</p> <ul style="list-style-type: none"> - Actions of our Whanau Group will impact on this strand. - Develop teachers behavioural competencies based on the Tātaiako document. - Setting an achievement target for Maori students (writing across all levels of the school). - The Board of Trustees will use the Ka Hikitia document to increase awareness of its members around improving learning outcomes for Maori Students <p>Continually increasing the number of students performing <u>above</u> the National Standards.</p> <ul style="list-style-type: none"> - Gifted and Talented review to be undertaken, which will impact on this strand. - Teachers using Special Needs Register to identify Gifted and Talented children. Furthermore, identifying 	<p>All students will meet the National Standards in Reading, Writing and Mathematics.</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> - Mathematics Professional Development for teachers to address findings of 2012 review. (PDL MoE) <p><u>Maintain Learning</u></p> <ul style="list-style-type: none"> - Embedding practice analysis and puzzle of practice. - Continue to improve moderation in Mathematics <p><u>New Learning</u></p> <ul style="list-style-type: none"> - To come out of 2012 strategic goals and intentions. <p>Undertake Reading review to inform 2014 goals and actions.</p> <p>Maori students will experience success as Maori, achieving results similar to all of our students.</p> <ul style="list-style-type: none"> - PD for teachers about how to maximise Maori culture into our teaching programmes. This will include identifying opportunities in our 6 year curriculum. Also altering our termly planning. - Continue setting achievement targets for Maori students (this time it may be in the area of mathematics). - Continue with developing behavioural competencies in Tātaiako document. <p>Continually increasing the number of students performing <u>above</u> the National Standards.</p> <ul style="list-style-type: none"> - Establish planning expectations around catering for Gifted and Talented students - Supporting teachers in differentiating programmes more effectively for Gifted and Talented students. 	<p>All students will meet the National Standards in Reading, Writing and Mathematics.</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> - Reading Professional Development for teachers to address findings of 2013 review. (PDL MoE) <p><u>Maintain Learning</u></p> <ul style="list-style-type: none"> - Continue to improve moderation in Reading <p><u>New Learning</u></p> <ul style="list-style-type: none"> - To come out of 2013 strategic goals and intentions. <p>Undertake Writing review to inform 2015 goals and actions.</p> <p>Maori students will experience success as Maori, achieving results similar to all of our students.</p> <ul style="list-style-type: none"> - Continue setting achievement targets for Maori students (this time it may be in the area of reading). - Embedded the development of behavioural competencies in Tātaiako document. <p>Continually increasing the number of students performing <u>above</u> the National Standards.</p> <ul style="list-style-type: none"> - Explore the provision of various Gifted and Talented programmes across schools in Upper Hutt. - School inquiry into how the needs of Gifted and Talented students are being met.

children who are capable of achieving far more than their current rate of progress. - Review how teachers' planning is catering to the needs and/or extending the more able students.	Review demographics – is Pasifika required? Use Ministry document	
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Inquiry and Review.

- Teaching as Inquiry – teachers inquire into the teaching - learning relationship
- School review for school improvement.
- Review of student inquiry
- The school moves into a culture of inquiry
- Informed review is part of normal practice and appropriate decisions are made to promote student achievement.
- Student will use inquiry appropriately to positively enhance their learning outcomes.

2012	2013	2014
The school moves into a culture of inquiry <ul style="list-style-type: none"> - Embed and refine the process which ensures that teachers are formally engaging in the inquiry process. These inquiries will be focussed around our major PD development (writing). - Alter current meeting structures (syndicate and staff) to better allow time for teacher inquiries to occur. - School leaders use the 'inquiry matrix' and 'inquiry survey' in order to establish next steps for teachers. - Data is analysed by school leaders and teachers in order to establish future inquiries. Informed review is part of normal practice and appropriate decisions are made to promote student achievement. <ul style="list-style-type: none"> - Review Student Inquiry, school wide units and FRASER unit. - Review 'What's on offer for Gifted and Talented' children at Fraser Crescent School. - Review Numeracy Student will use inquiry appropriately to positively enhance their learning outcomes. <ul style="list-style-type: none"> - Findings from the review of units, student inquiry and FRASER unit will impact on this strand. - Identify useful tools, strategies, and approaches for students to become successful inquirers. 	The school moves into a culture of inquiry <ul style="list-style-type: none"> - Increased sharing of inquiries and effective practice. - Development of resource banks from the inquiries. - Teachers to trial self-videoing of lessons to support inquiries - Data is analysed by syndicates in order to establish future inquiries. Informed review is part of normal practice and appropriate decisions are made to promote student achievement. <ul style="list-style-type: none"> - Review ICT - Review Reading Student will use inquiry appropriately to positively enhance their learning outcomes. <ul style="list-style-type: none"> - Actions are taken to help students to understanding how they learn. E.g., learning styles, recognising strengths and weaknesses. - Actions are developed to increase the resilience of our students, including academic, emotional, and physical. 	The school moves into a culture of inquiry <ul style="list-style-type: none"> - Teachers are more self-regulated and inquiry is 'the way we do things here'. It is embedded and happening in all classrooms. - Data is analysed by individuals in order to establish future inquiries. Informed review is part of normal practice and appropriate decisions are made to promote student achievement. <ul style="list-style-type: none"> - Review Writing - Review Physical Education Student will use inquiry appropriately to positively enhance their learning outcomes. <ul style="list-style-type: none"> - Children are self-regulated to use appropriate tools and learning approaches in order to solve problems in all aspects of their lives.

E-Learning

- Develop an ICT Strategic Plan to facilitate shared learning, create supportive learning environments, and enhance learning opportunities through building stronger connections.

2012	2013	2014
<p>Provide an infrastructure that enables students to use ICT authentically to enhance achievement in our integrated curriculum.</p> <ul style="list-style-type: none"> - Align our 6 year curriculum to unpack ICT and how it can be integrated into all learning areas. - The development of an ICT strategy which includes the following: <ul style="list-style-type: none"> - Vision for Learning - Infrastructure requirements - Hardware and software requirements - Professional development required for teachers - Understanding of SNUP provision. - Road trip to visit schools leading with ICT. - Review ISP provider. - ICT component in all school wide unit plans. <p>A school wide programme of IT learning for students is in place</p> <ul style="list-style-type: none"> - Completion of ICT skills development. Term 1. - Put on Ultramet (skills development sheet) - Children using Ultramet to track their Quests. - Investigate how ICT can further support writing programmes. Put actions into place. - Children using eLearning in an authentic way <p>Teachers are competent and confident in the use of ICT, in order to support student needs.</p> <ul style="list-style-type: none"> - Develop and commence an ICT PD plan for teachers. Aligned to the 6 year plan. 1 techy brecky and one staff meeting a term. - Staff to complete the skills checklist. Jing Folders to support. - ICT professional development. MoE PLD \$? - Experiment with providing 'real-time' work samples online. 	<p>Provide an infrastructure that enables students to use ICT authentically to enhance achievement in our integrated curriculum.</p> <ul style="list-style-type: none"> - Transform Library into learning centre. To include staffing, (notes from library Course) - Use of library linked to increased student achievement - Should be 'hub of the school' - Improve the Technology in the library – portable and wireless - Improve access – 24/7 access? - Change the role of the librarian – consider different staffing options. - Alter the mind-set of the teachers about the purpose of the library - Consider furniture and displays - Work on developing the library strategically - Large scale ICT spending to occur. Learning Centre - Professional Development as identified in 2012 strategy - Implementing ideas from 2012 Road trip <p>A school wide programme of IT learning for students is in place</p> <ul style="list-style-type: none"> - Continuing to work on making progress with skills, becoming more self-managing. - The development of resource bank to support skills sheet. <p>Teachers are competent and confident in the use of ICT, in order to support student needs.</p> <ul style="list-style-type: none"> - Investigate how ICT can further support mathematics programmes. Put actions into place. - Investigate and experiment with reporting online and linking comments to work samples. 	<p>Provide an infrastructure that enables students to use ICT authentically to enhance achievement in our integrated curriculum.</p> <ul style="list-style-type: none"> - Children are self-regulated at using ICT to support their learning and justify their choices. - Explore the possibly of 24/7 or increased access to the learning centre. <p>A school wide programme of IT learning for students is in place</p> <ul style="list-style-type: none"> - Students are supported in taking increased responsibility for posting work online for 'real-time' reporting. <p>Teachers are competent and confident in the use of ICT, in order to support student needs.</p> <ul style="list-style-type: none"> - Investigate how ICT can further support reading programmes. Put actions into place. - Teacher PD will focus on how to have ICT further support and be integrated in all areas of the curriculum.

Partnerships

- Enhance child-teacher-parent links
- WAG Maori achievement plan
- Boost programmes and Reading, Writing & Maths clubs
- E-Learning link
- Student and parent support materials made available and easily accessible

2012	2013	2014
<p>Powerful partnerships for learning are established between students, parents and teachers.</p> <ul style="list-style-type: none"> - Share strategic plan with parents - Inform parents of both what the school is doing to lift achievement and what they can do. - Get some baseline data around children getting support at home, through the parent interview process. Then develop a strategy to support parents. BES and Hattie research. - UPLC project to continue <p>The Whanau group is self-managing and supporting Maori student achievement.</p> <ul style="list-style-type: none"> - Commit funds to support the group - Provide support and leadership - Tataiako will be used in an inquiry approach to establish relationships, providing guidance and 'next steps'. - Investigate what is important for local Iwi. - Leadership to share goals relating to Maori student achievement. <p>The Clubs are run as a partnership between children, parents and teachers.</p> <ul style="list-style-type: none"> - Student council are involved in planning for the clubs. <p>An extensive range of resources are available to students and parents to improve support for learning both in and out of school</p> <ul style="list-style-type: none"> - Establish who has internet access to use online home learning resources. - Provide online computing access to parent community within the school to ensure an equality of access. 	<p>Powerful partnerships for learning are established between students, parents and teachers.</p> <ul style="list-style-type: none"> - Continue to implement strategy to support parents. <p>The Whanau group is self-managing and supporting Maori student achievement.</p> <ul style="list-style-type: none"> - Assigning new roles. Continuing to grow leadership - Setting goals in conjunction with teachers and Whanau group - Initiate actions in line with what is important with local Iwi. <p>The Clubs are run as a partnership between children, parents and teachers.</p> <ul style="list-style-type: none"> - A few parents are supported to help run the clubs. <p>An extensive range of resources are available to students and parents to improve support for learning both in and out of school</p> <ul style="list-style-type: none"> - Review online resources - Review accessibility of resources. - Identify what other support is needed 	<p>Powerful partnerships for learning are established between students, parents and teachers.</p> <ul style="list-style-type: none"> - Involve parents in next strategic plan. <p>The Whanau group is self-managing and supporting Maori student achievement.</p> <ul style="list-style-type: none"> - Proactive in the development in the next strategic plan. <p>An extensive range of resources are available to students and parents to improve support for learning both in and out of school</p> <ul style="list-style-type: none"> - Further resources are developed, updated etc. as a result of review in previous year.

Strategic Intention 1: Ensuring National Standards support for teaching and learning.

- All students will meet the National Standards in Reading, Writing and Mathematics.
- Maori students will experience success as Maori, achieving results similar to all of our students.
- Continually increasing the number of students performing above the National Standards.

Curriculum Area: Reading, Writing and Mathematics

Budget: \$6270.00

- Strategic Goals:**
1. To raise achievement levels for ALL students, especially in Literacy and Numeracy, through effective learning pedagogy and engagement.
 2. Maori students engaged in their learning and achieving educational success as Maori with pride in their unique identity, language and culture. Whanau are supporting their children's learning.
 3. Students with special learning needs are supported in their learning so that they can fully participate and contribute to the school and their community environment and make progress in relation to the New Zealand Curriculum.
 4. Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.

- Objective for 2012:**
1. To improve student achievement in writing to have all students achieving at or above the expected level of writing.
 2. To accelerate the progress of those students who are achieving below expectation or are at risk to make more than 18 months/2 year's progress.
 3. To accelerate the progress of Maori students who are achieving below or are at risk to make more than 18 months/2 year's progress.
 4. To accelerate the progress of all Pasifika/other ethnic groups who are achieving below expectation or are at risk, to make at least 18months/2 year's progress.

Base Data: Analysis of school wide writing data [OTJ's against National Standards] in December 2011 identified some concerns in the year 1 and year 5 cohorts. The data shows that 71% of year 1 students and 71% of Year 5 students were below or well below the expected standard in 2011.

Target: To increase the number of students achieving at or above the National Standard in writing. (See 2012 Writing Targets)

Actions to achieve targets	Led by	Budget: Costs/Resources	Timeframe
<u>Maintain Learning</u> <ul style="list-style-type: none"> - Continue on with moderation project (if it is running in 2012). In 2012, we will formally moderate writing within the school at a minimum of two sessions, with further cross-school moderation (most likely with Trentham). - Allowing time for practice analysis and puzzle of practice. 2012 staff meeting plan, will indicate regular times at both syndicate and staff meetings. 	Principal Deputy Principals Teachers	\$1350.00 per day, [\$675.00 a half day] this includes all facilitator travelling and preparation time.	Moderation to occur in Terms One, Two and Three On-going
<u>New Learning</u> <ul style="list-style-type: none"> - Aligning of Board and Classroom targets - Improving the 'Dials' of visibility into achievement and progress. Undertake Mathematics review to inform 2013 actions and goals.	Principal/BOT Deputy Principals Teachers Principal/Deputy Principal Teachers Community	\$870.00 for assessment tools.	Term One On-going Term Three

<p>Maori students will experience success as Maori, achieving results similar to all of our students.</p> <ul style="list-style-type: none"> - Actions of our Whanau Group will impact on this strand. - Develop teachers behavioural competencies based on the Tātaiako document. Hold a Staff meeting in Term 2, to read through the Tātaiako document, raising teachers' awareness. Learning from this will be linked to teacher inquiry. - Setting an achievement target for Maori students (writing across all levels of the school). This will be set in Term 1, linked to teacher inquiry. - The Board of Trustees will use the Ka Hikitia document to increase awareness of its members around improving learning outcomes for Maori Students. Board calendar will be modified to include training and professional development on the principles of this document. <p>Continually increasing the number of students performing <u>above</u> the National Standards.</p> <ul style="list-style-type: none"> - Gifted and Talented review to be undertaken, which will impact on this strand. Review how teachers' planning is catering to the needs of more able students. The focus of this review will be mostly in the area of writing. - Teachers using Inclusion Register to identify Gifted and Talented children. Furthermore, identifying children who capable of achieving far more than their current rate of progress. 	<p>Principal/Deputy Principal</p> <p>Principal Deputy Principals Teachers</p> <p>Principal/BOT</p> <p>.</p> <p>Principal Deputy Principals Teachers</p> <p>Principal Deputy Principals Teachers</p>	<p>(\$1000.00)</p>	<p>On-going</p> <p>Staff Meeting looking at Tātaiako document to occur in Term Two. Term One</p> <p>Maori Student Achievement targets in writing to be set in Term One.</p> <p>End of Term Two</p> <p>All children have had comments added to their records by the end of Term Two.</p> <p>Data is updated at the end of Term Four to support teaching in 2013</p>
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Inquiry and review.

Strategic Intention 2: Critical Inquiry for improvement

- The school moves into a culture of inquiry
- Informed review is part of normal practice and appropriate decisions are made to promote student achievement.
- Student will use inquiry appropriately to positively enhance their learning outcomes.

Curriculum Area: Reading, Writing and Mathematics

Budget: \$2000.00

Strategic Goal: 5: Teachers are supported to improve pedagogy, teaching & learning and assessment practice which will lead to increased student progress and achievement.

Objective for 2012:

1. To improve student achievement in writing to have all students achieving at or above the expected level of writing.
2. To accelerate the progress of those students who are achieving below expectation or are at risk to make more than 18 months/2 year's progress.
3. To accelerate the progress of Maori students who are achieving below or are at risk to make more than 18 months/2 year's progress.
4. To accelerate the progress of all Pasifika/other ethnic groups who are achieving below expectation or are at risk, to make at least 18months/2 year's progress.

Base Data: Analysis of school wide writing data [OTJ's against National Standards] in December 2011 identified some concerns in the year 1 and year 5 cohorts. The data shows that 71% of year 1 students and 71% of Year 5 students were below or well below the expected standard in 2011.

Target: To increase the number of students achieving at or above the National Standard in writing. (See 2012 Writing Targets)

Action	Led by	Costs/Resources	Timeframe
<p>The school moves into a culture of inquiry</p> <ul style="list-style-type: none"> - Embed and refine the process which ensures that teachers are formally engaging in the inquiry process. These inquiries will be focussed around our major PD development (writing). - Alter current meeting structures (syndicate and staff) to better allow time for teacher inquiries to occur. - School leaders investigate the use the 'inquiry matrix' and 'inquiry survey' in order to establish next steps for teachers. - Data is analysed by school leaders and teachers in order to establish future inquiries. <p>Informed review is part of normal practice and appropriate decisions are made to promote student achievement.</p> <ul style="list-style-type: none"> - Review 'What's on offer for Gifted and Talented' children at Fraser Crescent School. - Review Student Inquiry, school wide units and FRASER unit. - Review Mathematics and Numeracy <p>Student will use inquiry appropriately to positively enhance their learning outcomes.</p> <ul style="list-style-type: none"> - Findings from the review of units, student inquiry and FRASER unit will impact on this strand. - Identify useful tools, strategies, and approaches for students to become successful inquirers. 	<p>Principal Deputy Principals</p> <p>Principal Deputy Principals</p> <p>Principal Deputy Principals Teachers</p> <p>Principal Deputy Principals Teachers</p> <p>Principal Deputy Principals Teachers</p>	<p>\$2000.00 TOD Road trip</p> <p>Revise structure of meetings within the school.</p> <p>Student/Parent/Teacher Survey</p> <p>Student/Parent/Teacher Survey</p>	<p>Term Two</p> <p>Inquiry Matrix and Survey to be completed in Term 2.</p> <p>G'n'T Review – Term 2 Student Inquiry – Term 3 Mathematics/Numeracy Review – Term 4</p> <p>Identifying tools to support inquiry which will occur in Term Three.</p>

E-Learning

Strategic Intention 3: E-Learning

- Provide an infrastructure that enables students to use ICT authentically to enhance achievement in our integrated curriculum.
- A school wide programme of IT learning for students is in place.
- Teachers are competent and confident in the use of ICT, in order to support student needs.
- Enhance partnerships with parents and the wider community*

Curriculum Area: Reading, Writing and Mathematics

Budget: \$35,500.00 [\$13,000.00 for SNUP & UFB]

Strategic Goal: 6. To develop staff, students and parent/community use of ICT to support teaching and Learning and communication between home and school.

Objective for 2012:

1. To improve student achievement in writing to have all students achieving at or above the expected level of writing.
2. To accelerate the progress of those students who are achieving below expectation or are at risk to make more than 18 months/2 year's progress.
3. To accelerate the progress of Maori students who are achieving below or are at risk to make more than 18 months/2 year's progress.
4. To accelerate the progress of all Pasifika/other ethnic groups who are achieving below expectation or are at risk, to make at least 18months/2 year's progress.

Base Data: Analysis of school wide writing data [OTJ's against National Standards] in December 2011 identified some concerns in the year 1 and year 5 cohorts. The data shows that 71% of year 1 students and 71% of Year 5 students were below or well below the expected standard in 2011.

Target: To increase the number of students achieving at or above the National Standard in writing. (See 2012 Writing Targets)

Action	Led by	Costs/Resources	Timeframe
<p>Provide an infrastructure that enables students to use ICT authentically to enhance achievement in our integrated curriculum.</p> <ul style="list-style-type: none"> - Review and align our 6 year curriculum to unpack ICT and how it can be integrated into all learning areas. - The development of an ICT strategy which includes the following: <ul style="list-style-type: none"> - Vision for Learning - Infrastructure requirements & Hardware and software requirements - Professional development required for teachers - Understanding of SNUP provision. - Road trip to visit schools leading with ICT. - Review ISP provider. - ICT component in all school wide unit plans. <p>A school wide programme of IT learning for students is in place</p> <ul style="list-style-type: none"> - Completion of ICT skills development. Term 1. - Put skills development sheet on Ultranet - Promote children using Ultranet to track their Quests. - Investigate how ICT can further support writing programmes. Children using eLearning in an authentic way <p>Teachers are competent and confident in the use of ICT, in order to support student needs.</p> <ul style="list-style-type: none"> - Develop and commence an ICT PD plan for teachers. Aligned to the 6 year plan. 1 techy brecky and one staff meeting a term. - Staff to complete the skills checklist. Jing Folders to support. - ICT professional development. MoE PLD \$? - Experiment with providing 'real-time' work samples online. 	<p>Principal Deputy Principal Teachers</p> <p>Principal Deputy Principal Teachers</p> <p>Principal Deputy Principal Teachers External Facilitators</p>	<p>\$35,000.00</p> <p>Costs related to SNUP and UFB in schools initiatives. [20% of cost possibly \$12,000.00] \$1000.00 One Stop IT</p> <p>\$300.00 Reliever costs</p> <p>\$200.00 techy brechy</p>	<p>Term One/Two</p> <p>Strategy to be developed over the year.</p> <p>Term One</p> <p>Term Two</p> <p>ICT PD plan developed in Term 4</p> <p>Investigate PD options for 2012 in Term 3.</p>

Partnerships

Strategic Intention 4: Partnerships for learning.

- Powerful partnerships for learning are established between students, parents and teachers.
- An extensive range of resources are available to students and parents to improve support for learning both in and out of school
- The Whanau group is self-managing and supporting Maori student achievement.
- E-learning supports and promotes learning both in and out of the school *
- The Clubs are run as a partnership between children, parents and teachers.

Curriculum Area: Reading, Writing and Mathematics

Budget: \$1500.00

Strategic Goal: 6. To develop staff, students and parent/community use of ICT to support teaching and Learning and communication between home and school.

Objective for 2012:

1. To improve student achievement in writing to have all students achieving at or above the expected level of writing.
2. To accelerate the progress of those students who are achieving below expectation or are at risk to make more than 18 months/2 year's progress.
3. To accelerate the progress of Maori students who are achieving below or are at risk to make more than 18 months/2 year's progress.
4. To accelerate the progress of all Pasifika/other ethnic groups who are achieving below expectation or are at risk, to make at least 18months/2 year's progress.

Base Data: Analysis of school wide writing data [OTJ's against National Standards] in December 2011 identified some concerns in the year 1 and year 5 cohorts. The data shows that 71% of year 1 students and 71% of Year 5 students were below or well below the expected standard in 2011.

Target: To increase the number of students achieving at or above the National Standard in writing. (See 2012 Writing Targets)

Action	Led by	Costs/Resources	Timeframe
Powerful partnerships for learning are established between students, parents and teachers. <ul style="list-style-type: none"> - Share strategic plan with parents - Inform parents of both what the school is doing to lift achievement and what they can do. - Get some baseline data around children getting support at home, through the parent interview process. Then develop a strategy to support parents. [BES and Hattie research]. - UPLC project to continue 	Acting Principal/Deputy Principal Acting Principal/Deputy Principal/Teachers Deputy Principal	Ultranet/school website hosting. \$1000.00	Share plan Term One Target and Goal letter – Term One. Baseline data – Term One interviews. Term One Term Two
The Whanau group is self-managing and supporting Maori student achievement. <ul style="list-style-type: none"> - Commit funds to support the group - Provide support and leadership - Tataiako will be used in an inquiry approach to establish relationships, providing guidance and 'next steps'. - Investigate what is important for local Iwi. - Leadership to share goals relating to Maori student achievement. 	Principal Deputy Principals	\$300.00 for biscuits \$200.00 for prizes & materials	Term One, Two & Three
The Clubs are run as a partnership between children, parents and teachers. <ul style="list-style-type: none"> - Student council are involved in planning for the clubs. 	Principal/Teachers Deputy Principal	Ultranet/school website hosting.	Term One – internet use agreement – asking questions about access to internet. On-going
An extensive range of resources are available to students and parents to improve support for learning both in and out of school <ul style="list-style-type: none"> - Establish who has internet access to use online home learning resources. - Provide online computing access to parent community within the school to ensure an equality of access. 	Principal/Teachers Principal	Ultranet/school website hosting.	On-going

2012 Student Achievement Targets



Writing Target 2012

Strategic Goal 1:

Access to the NZ Curriculum for all, to raise student achievement for ALL students, especially in Literacy and Numeracy, through effective learning pedagogy and engagement.

Strategic Goal 2:

Maori students engaged in their learning and achieving educational success as Maori with pride in their unique identity, language and culture. Whanau are supporting their children's learning.

Strategic Goal 3:

Students with special learning needs are supported in their learning so that they can fully participate and contribute to the school and their community environment and make progress in relation to the New Zealand Curriculum.

Strategic Goal 4:

Students with special learning abilities are supported in their learning so that they can extend their progress in relation to the New Zealand Curriculum.

Annual Aim:

- 1) To accelerate the progress of one quarter of the current cohort of at students to be above the standard across all year levels in 2012.
- 2) To accelerate the progress of those students who are achieving below expectation or are at risk to make more than 18 months progress.
- 3) To accelerate the progress of Maori students who are achieving below or are at risk to make more than 18 months progress.
- 4) To accelerate the progress of all Pasifika/other ethnic groups who are achieving below expectation or are at risk, to make at least 18 months progress.

2012 Targets

- 1) All Year 2 students who were below the National Standard in 2011 in writing will have made more than one year's progress during 2012 and will be achieving at or above the standard at their next anniversary.
- 2) All Year 6 students who were below the National Standard in 2011 in writing will have made more than one year's progress and will be writing at or above the standard.
- 3) All Maori students who were below the National Standard in 2011 in writing will have made more than one year's progress and will be writing at or above the standard.
- 4) The students who sit in the well below cohort across all year levels and ethnicities in 2012 will have reduced.

Baseline Data:

Analysis of school wide writing data [OTJ's against National Standards] in December 2011 identified some concerns in the year 1 and year 5 cohorts. The data shows that 71% of year 1 students and 71% of Year 5 students were below or well below the expected standard in 2011.

[Refer to Writing Record of Improvement Date of review: December 2011]

Cohort Data

Year Level in 2012	Above	At	Below	Well Below	Total Number of students	Percentage at or above
After 1yr	1	9	17	7	34	29%
After 2yrs	1	13	11	8	33	42%
After 3yrs	1	11	3	1	16	73%
Year 4	5	7	10	11	33	52%
Year 5	0	8	12	8	28	29%

Year 1 Analysis:

71% of Year 1 students were below or well below the standard
50% were below and 21% were well below the standard.

100% of Maori students are writing below the standard.
43% were below and 57% were well below the standard.

70.5% of Boys were writing below the standard.
50% were below and 20.5% were well below the standard.

Year 5 Analysis:

71% of Year 5 students were below or well below the standard.
42% were below and 29% were well below the standard.

80% of Maori students are writing below the standard
60% were below and 20% were well below the standard.

87% of boys are writing below the standard
56% were below and 31% were writing well below the standard.

Actions to achieve targets	Timing	Responsibility	Resources
1. Review assessment data with staff to determine learning needs of students.	Term One	Principal Deputy Principals Teachers	2011 writing achievement data National Standards Data
2. Professional learning focussed on effective instructional strategies to accelerate student progress and achievement.	Term One On-going throughout the year.	MOE PLD – CPL/Learning Media Murray Gadd	MOE/CPL \$1350.00 per day [\$675.00 a half day] Murray Gadd \$2000.00
3. In-depth school wide professional learning through PCL-Learning Media.	On-going throughout the year.	MOE PLD – CPL/Learning Media	MOE/CPL \$1350.00 per day [\$675.00 a half day]
4. Develop teachers behavioural competencies based on the Tātaiako document. To increase teacher knowledge of Cultural competencies.	Term One On-going throughout the year.	MOE PLD – CPL/Learning Media	MOE/CPL \$1350.00 per day [\$675.00 a half day] Tataiako Document
5. Continue to develop understanding and management of e-asTTle Y1-8.	Term Two	MOE PLD – CPL/Learning Media	Update to e-asTTle MOE/CPL \$1350.00 per day [\$675.00 a half day]
6. Professional reading on pedagogy of effective teaching of writing.	On-going throughout the year.	MOE PLD – CPL/Learning Media	ELP/ELLP/Literacy Learning Progressions/other
7. On-going professional development in the use of ICT tools to enhance teaching and learning of writing.	On-going throughout the year.	Principal Deputy Principal ICT Leader	ICT Tools Outside facilitator
8. Teachers build on understanding of National Standard expectations and existing practices to gather evidence to make reliable OTJ's for progress and achievement in writing.	On-going throughout the year.	MOE PLD – CPL/Learning Media Principal Deputy Principal	National Standards School Reporting Practices School Assessment Scheme
9. Teacher Inquiry process to focus on improving effective writing practice to accelerate student progress and achievement for all students.	On-going throughout the year.	Principal Deputy Principals	FCS Tiips Performance Management Documentation Exemplars & asTTle
10. School-wide writing assessment tasks completed, assessed and moderated.	Term One & Term Four	Deputy Principals Teachers	
11. Practice analysis conversations focussed around teaching and learning in writing.	Term Two & Three	Principal Deputy Principals	Release Time
12. Analyse end of year data to inform reporting and planning for the following year.	End of 2012	Principal Deputy Principal	2012 Writing Achievement Data National Standards Data
13. Develop formative assessment practices across the school to evidence the direction of teaching and learning and make links to our teacher inquiry.	On-going	Principal Deputy Principals Teachers	MOE/CPL \$1350.00 per day [\$675.00 a half day] ELP
14. Moderation at syndicate, school and cluster level to develop consistency in levelling.	Moderation to occur in Terms One, Two and Three	Principal/BOT Deputy Principals Teachers	Syndicate & Staff meetings CPL Cluster meetings
15. Timetabled Practice Analysis and puzzle of practice meetings at syndicate and staff level and make links to teacher inquiry.	On-going throughout the year.	Principal Deputy Principals Teachers	Release Time

16. Moderation of OTJ's for writing achievement across the school and cluster.	On-going throughout the year.	Principal Deputy Principals Teachers	UH Writing Moderation Cluster Syndicate & Staff meetings CPL Cluster meetings CRT Release Time
17. Peer observations/4 Minute Walk Throughs of writing lessons across the school.	On-going throughout the year.	Principal Deputy Principals Teachers	
18. Continue with participation in Upper Hutt Writing Moderation Cluster.	On-going throughout the year.	Literacy Leader	Release to attend UH Cluster meetings.
19. Regular shared, guided and/or interactive writing lessons for all students.	On-going throughout the year.	Principal/Deputy Principal Teachers Community	Classroom resources
20. Work with students, parents, families/whanau to support them to support their children's' learning.	End of Term Two On-going throughout the year.	Teachers Parents/Families/Whanau	Writing Resources for Parents
21. Student voice considered in the selection of writing purposes and topics.	On-going throughout the year.	Students Teachers	Topics Plans
22. Develop students' understanding of what makes a good writer and what they need to do to be a better writer.	On-going throughout the year.	Students Teachers	Exemplars National Standards

Board of Trustees Calendar

Fraser Crescent School - Board of Trustees - Self Review - 3 Year Calendar (February 2012 Version)

Year Month	2010	2011	2012
	Operating Funding: Instalment (1 January)	Operating Funding: Instalment (1 January)	Operating Funding: Instalment (1 January)
February	16th Appointment of BOT Chairperson	16th FCS Review – 2011 -2014 Strategic Plan Appointment of BOT Chairperson Report School days open Length of school year Property walk around	15th Appointment of BOT Chairperson Property walk around Charter 2012-2014 Annual Report (2012) – EEO <u>SchoolDocs Action</u> Report School days open Report Length of school year <u>SchoolDocs Audit Report</u> EEO Hazard Management BAS and Governance Manual
March	16th Principal performance agreement Charter review and update Roll Returns Board of Trustees Elections Draft Annual Report & Analysis of Variance	9th <u>SchoolDocs Review</u> Recognition of Cultural Diversity Staff Leave Minor/Moderate Injury, Illness FCS Review – 2011 -2014 Strategic Plan March Roll Returns	21st March Roll Returns <u>SchoolDocs Audit Report</u> Minor/Moderate Injury, Illness Vetting Requirements – Non Teachers. <u>SchoolDocs Review</u> Home Learning Financial Control and Expenditure
April	End of Term 1 Holiday		End of Term 1 Holiday
	20th Confirmed Student Achievement Targets Operating Funding: Instalment 2 2009 Analysis of Variance	13th FCS Review – 2011 -2014 Strategic Plan Annual Report (2010) Vetting Requirements – Non Teachers.	25th ANZAC day Holiday
May		End of Term 1 Holiday	
	18th 4 copies of audited financial reports, Analysis of Variance and list of BOT members sent to MoE local office. New BOT Begins Presentation of 2010 student targets	18th Internet Safety Health Education Absence Report	16th Absence Report <u>SchoolDocs Audit Report</u> Internet Safety Student Attendance Sue Report – Sign off Abuse reporting procedure <u>SchoolDocs Audit Report</u> Evacuation Procedure/Emergency Kit <u>SchoolDocs Review</u> Visitors

June	16th National Standards – Self review tools for BOTs <u>SchoolDocs Review</u> Civil Defence Programme Health, safety and Welfare	15th <u>SchoolDocs Review</u> Documentation and Self Review Employer Responsibility Visitors Strategic Planning focus meeting	20th Training and professional development on the principles of Ka Hikitia for Board members. <u>SchoolDocs Audit Report</u> Hazard Management <u>SchoolDocs Review</u> Protected Disclosure Reporting to Parents
July	End of Term 2 Holiday	13th July Roll Returns Operating Funding: Instalment 3 Evacuation Procedure Strategic Planning focus meeting	End of Term 2 Holiday
	21st July Roll Returns Operating Funding: Instalment 3		18th July Roll Returns Operating Funding: Instalment 3 <u>SchoolDocs Audit Report</u> Hazard management
August	18th <u>SchoolDocs Review</u> Performance Management Crisis Management	End of Term 2 Holiday	15th <u>SchoolDocs Review</u> Complaints Behaviour Management
		17th <u>SchoolDocs Review</u> Students with special needs Appointment Procedure	
September	22nd Notification of provisional staffing and funding notice sent to school. FCS review – Special needs, Under achievement and Maori	21st Curriculum Review – Social Science Student Absence Absence Report Principal Appraisal	19th Absence Report <u>SchoolDocs Audit Report</u> Principal Appraisal
October	End of Term 3 Holiday	End of Term 3 Holiday	End of Term 3 Holiday
	20th Major community consultation on new Strategic Plan 2011 – 2013. Start work on following years budget Operating Funding: Instalment 4 FCS Review – 2011 -2014 Strategic Plan <u>SchoolDocs Review</u> Home learning Sun protection	26th Start work on following years budget Operating Funding: Instalment 4 Evacuation Procedure	17th Start work on following years budget Operating Funding: Instalment 4 Sue Report – Sign off <u>SchoolDocs Audit Report</u> Evacuation Procedure/Emergency Kit <u>SchoolDocs Review</u> Religious Education
November	17th Budgets/ Working Capital/ Asset Register Principal Appraisal End of year payroll advice to Pay Serve FCS Review – 2011 -2014 Strategic Plan	16th <u>SchoolDocs Review</u> Classroom Release Time Management Units Privacy Curriculum Review – The Arts Performance Management Manage a beginning teacher Teacher registration and police vetting	21st <u>SchoolDocs Review</u> Harassment Improve Educational Outcomes for Maori Students <u>SchoolDocs Report</u> Attestation <u>SchoolDocs Audit Report</u> Appraisal of Staff Teacher registration and police vetting

		End of year payroll advice to Pay Serve	Manage a beginning teacher End of year payroll advice to Pay Serve
December	15th Start of year payroll advice to Pay Serve Student Achievement – End of year data Implementation of the New Zealand Curriculum FCS Review – 2011 -2014 Strategic Plan	14th Start of year payroll advice to Pay Serve Report salary increments Personnel Policy implementation Staff appointment process	12th Start of year payroll advice to Pay Serve Report salary increments Personnel Policy implementation Staff appointment process <u>SchoolDocs Report</u> 2012 Reading Recovery Report

Glossary of Terms

Pedagogy - the function or work of a teacher; teaching. the art or science of teaching; education; instructional methods.

ICT – Information & Communication Technology

IT – Information Technology

E-Learning – Learning supported by or facilitated by ICT.

National Standards – A nationally consistent means for considering, explaining and responding to students' progress and achievement in years 1 -8.

OTJ's – Overall Teacher Judgements

Teaching as Inquiry – teachers inquiring into the impact on their teaching on their students and the teaching-learning relationships.

Jing – a computer application which allows you to create images and videos of what you see on your computer screen, then share them instantly.

SNUP – Schools Network Upgrade Programme

UFB – Ultra Fast Broadband

Innovation – Rerekētanga

Inquiry - Pakirehau

Curiosity – Whakamatemate

Diversity – Rerengaketanga

Equity – Tika

Excellence – Hiranga

Community – Iwi whanui

Participation - Whai wahitanga

Ecological Sustainability – Kai tiakitanga

Whanau – Family

Tikanga Maori – Maori Culture

Te Reo Maori – Maori Language

Tataiako – Cultural Competencies for Teachers of Māori Learners is a new resource explaining the progression of the competencies teachers need to develop so they can help Māori learners achieve educationally as Māori.

Ka Hikitia - Ka Hikitia - Managing for Success: The Māori Education Strategy 2008 - 2012 is the Ministry of Education's approach to improving the performance of the education system for and with Māori. It is a key aspect of having a quality education system where all students are succeeding and achieving.